

UNIT INFORMATION

UNIT CODE	ES116	
UNIT NAME	Educational Psychology: Learning and Development (7-12)	
ASSOCIATED HIGHER EDUCATION AWARDS	Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)	
DURATION	One Semester	
LEVEL	Level 7	
CORE / ELECTIVE	Core	
WEIGHTING	Unit credit points	10 (0.125 EFTSL)
	Course credit points:	
	320 - Bachelor of Education (Secondary)	
	320 - Bachelor of Arts/Bachelor of Education (Secondary)	
LEARNING DELIVERY	On Campus/ Online (delivered synchronously for online)	
	<ul style="list-style-type: none"> • Weekly lecture • Weekly tutorial (where applicable) Plus, Learning Portal	
	<ul style="list-style-type: none"> • Weekly virtual lecture/ tutorial (for all students – internal and online) Plus, Learning Portal	
	Learning Portal (Moodle™)	
	<ul style="list-style-type: none"> • Power Point presentation and resources • Weekly readings • Study guides • Collaborative forums: Student forums and News forum. • Turnitin assessment and feedback tool 	
	All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.	
STUDENT WORKLOAD	Contact hours/Directed Online study	30 hours
	Reading, study and preparation	50 hours
	Assignment preparation	70 hours
	Total	150 hours
	Students requiring additional English language support are expected to undertake an additional one hour per week.	
PREREQUISITES / COREQUISITES / RESTRICTIONS	Nil	

RATIONALE

Enduring Understanding:

Each person is uniquely created by God. Teachers' knowledge of human development and learning across life is of central importance in developing teaching practices which improve students' learning in the classroom. Teaching is a form of cognitive neuroscience and improvements in student learning can be achieved by aligning teaching practices with knowledge about how the brain matures and functions.

Developing an understanding of theories, aspects and perspectives on human development, helps equip pre-service Year 7 – Year 12 teachers to “Know students and how they learn” (Australian APST 1) in classrooms rich in student diversity.

Developmental theories and behavioural, cognitive and sociocultural perspectives on human development have different implications for how teachers adapt to the individual needs of Year 7 – Year 12 students.

Teachers must pay attention to the specific learning characteristics and needs of students and develop the skills which equip them to provide student learning environments and experiences that address these needs. This includes classrooms which include students from diverse socioeconomic, cultural and religious backgrounds: including those from Aboriginal and Torres Strait Islander backgrounds.

Pre-service teachers will ***consider a Christ-centred, Bible-based worldview in the context of learning and development.***

CONTENT

1. Introduction to educational psychology:
 - 1.1 Introduction to theories of growth and development for Year 7-10 and Year 11-12
 - 1.2 Neuroscience and developmental principles
2. Christ-centred, Bible-based worldview on human development:
 - 2.1 Theological perspectives
 - 2.2 Biblical considerations and practical implications
 - 2.3 Problematic issues such as Imago Dei, redemption and salvation, and sanctification
3. Theories, taxonomies and pedagogical perspectives on child development, Year 7-10 and Year 11-12:
 - 3.1 The domains of learning and development: physical, intellectual, social, emotional, moral and spiritual domains.
 - 3.2 Development of self across the domains
4. The viewing of self as learner:
 - 4.1 Introduction to theories of educational psychology including: Behavioural, cognitive and humanist perspectives on teaching and learning in P-6 classrooms
 - 4.2 A possible Christian response to theories of educational psychology
5. Socio-cultural factors and frameworks for learning:
 - 5.1 Knowledge and understanding of the impact of culture, identity and linguistic background with specific reference to people from Aboriginal and Torres Strait Islander backgrounds
 - 5.2 Theories and frameworks such as from Vygotsky and Bronfenbrenner as applied to Year 7-10 and Year 11-12
 - 5.3 Practical application of selected theories and frameworks to one's personal educational experiences
6. Strategies for teaching Aboriginal and Torres Strait Islander students:
 - 6.1 Indigenous Worldviews and wholistic learning
 - 6.2 Investigation of inclusive teaching and learning practices such as '8 Aboriginal Ways of Learning'
 - 6.3 Review of QCAA support documents for middle and senior phases of schooling (7-10 and 11-12)

- 6.4 Practical applications to selected curriculum/subject areas and year levels (Year 7-10 and Year 11-12)
- 7. Learning and learners in the Years 7-10 and Years 11-12 context:
 - 7.1 Issues for the 21st Century student including: friendships; learning difficulties; peer pressure; puberty; diet; family background; social media; drug use; mental health; family and domestic violence: bullying
 - 7.2 Pedagogical principles that enhance learning in Years 7-10 and Years 11-12 classrooms
 - 7.3 Catering for diversity, needs and interests
- 8. Links between philosophical underpinning, educational theory and practice:
 - 8.1 Consideration of curriculum principles and practices
 - 8.2 Pedagogical innovations to enhance learning in Years 7-10 and Years 11-12 classrooms

LEARNING OUTCOMES

On completion of this unit, pre-service teachers will have provided evidence that they have:

1. explained the meaning and significance of culture, learning, development, context and education in Years 7-10 and Years 11-12 school contexts, with specific consideration of Aboriginal and Torres Strait Islander cultures;
Graduate Teacher Standards: 1.1, 1.3, 1.4, 2.4
Graduate Attributes: 1, 2, 4
2. investigated psychological perspectives on learning and development in the secondary years (7-10 and 11-12);
Graduate Teacher Standards: 1.1, 1.2,
Graduate Attributes: 1, 2, 4
3. an understanding of both traditional and modern Australian cultures, lifestyles and family structures and how these relate to and impact upon Years 7-10 and years 11-12 learners and their developmental processes and needs;
Graduate Teacher Standards: 1.1, 1.2, 3.7
Graduate Attributes: 1, 2, 4, 5
4. identified developmental theories in the light of Christian worldview;
Graduate Teacher Standards: 1.1, 1.2
Graduate Attributes: 1
5. understood the major aspects and phases of adolescent maturation (Years 7-10 and Years 11-12) in cognitive, social, emotional, physical, spiritual, moral and volitional development; and
Graduate Teacher Standards: 1.1, 1.2
Graduate Attributes: 1, 2, 4
6. communicated at an appropriate tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation.
Graduate Attributes: 6

ASSESSMENT TASKS

In order to receive a passing grade a student must fulfil the following requirements:

- adequate submission/attempt of all assessment tasks
- achieve a summative exit grade of Pass or above

TASK 1: CRITICAL RESPONSES AND REFLECTIONS

Preservice teachers' engagement and participation through online responses to multiple stimuli pertinent to educational psychology topics and application in relation to Years 7-10 and Years 11-12.

- Stimuli can include but are not limited to: Readings, web sites and articles, educational videos, images and infographics.
- Online responses can include but are not limited to: Blogs, forum posts and extended threads, quizzes, digital and audio-visual representations.

Word Length/Duration: 1 500 words (equivalent)
 Weighting: 25% (5 x 5%)
 Assessed: Weeks 2, 3, 5, 6 & 10

Grading:

Each online response will be graded with the following percentage scaling.

Refer to Rubric below for the descriptions of each level:

HD	D	C	P	F	Non Submit
5%	4%	3%	2%	1%	0%

TASK 2: EMERGENT TEACHING STRATEGIES

Analyse contemporary teaching strategies appropriate for application in both Years 7-10 and Years 11-12 classrooms. Reflect critically on how these strategies align with

- studied developmental theories
- 21st Century educational settings
- different socio-cultural backgrounds
- People from Aboriginal and Torres Strait Islander backgrounds.
- Christ-centred, Bible-based worldview.

Word Length/Duration: 1500 words
 Weighting: 30%
 Assessed: Week 9

TASK 3: CASE STUDY

Critically analyse a case study of a child in a Years 7-12 setting. Provide an analysis of the child and discuss the implications for classroom practice, with reference to developmental theories, psychological and physical changes, social and family context. Recommend school and home-based parental/care strategies to improve learning and school engagement.

Note: The completed "Response to Feedback" template is part of this assessment task.

Word Length/Duration: 2000 words
 Weighting: 45%
 Assessed: Week 14

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcome	Content	Graduate Teacher Standards	Graduate Attributes
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Task 1	1, 2, 6	1-8	1.1, 1.2, 1.3, 1.4	1, 2, 4, 6
Task 2	1-6	1-8	1.1, 1.2, 1.4, 2.4	1, 2, 4, 5, 6
Task 3	1-6	1-8	1.1, 1.2, 1.3, 1.4, 3.7	1, 2, 4, 5, 6

ASSESSMENT ELABORATION

Assessment Task 1: Critical Responses and Reflection

Unpacking the task

As you work through the course material you will be asked to respond to a series of activities. These can include, but are not limited to: Blogs, forum posts and extended threads, quizzes, digital and audio-visual representations. Five of these activities will contribute to your grade for Task 1. They will be clearly identified as being graded assessment pieces.

From time to time during the course you will also be asked to engage with other activities which will not be graded for assessment. While these will not be graded you are expected to complete all activities. They are designed to help you engage with the course content and target areas of the content which will support your learning.

Assessment Task 2: Emergent Teaching Strategies

Unpacking the task

Overview

You are to view each of the videos, choose three of them to analyse how the teaching strategies being promoted in the videos relate to the learning theories of behaviourism, cognitivism and social constructivism as they apply to Years 7-10 and Years 11-12 classroom contexts. The analysis will should include reflection on how elements of each of these theories are evident, or not evident, in the teaching strategies being promoted in the videos and the degree to which they might be able to be effective in 21st Century educational settings.

You are to critically reflect upon how these learning processes and teaching strategies apply to the Years 7-10 and Years 11-12 and how they are, or are not, inclusive of different socio-cultural backgrounds and Aboriginal and Torres Strait Islander perspectives. Carefully point out differences in the application in Years 7-10 and Years 11-12 classroom contexts. You are also to critically reflect on how these learning processes and teaching strategies might support or not support teaching from a Christ-centred, Bible-based worldview.

Remember to support your writing with the literature. In other words – don't just state what you think. Rather, demonstrate how what you think has been informed by the literature using appropriate, relevant citations.

The task is to be written with 500 words on each section of behaviourism, cognitivism and social constructivism including a definition of each developmental theory and examples of that theory identified in the video (with minute and seconds from the video for each example) and explanation of how that example demonstrates the developmental theory. All writing is to be supported using a minimum of 7 references (6 x academic references; 1 x Bible) and APA 7 referencing conventions.

Part A: Review (1500 words)

Choose three of the videos provided. Analyse the teaching strategies used in the classrooms by reflecting on how they align with the learning processes of behaviourism, cognitivism and social constructivism in Year 7-12 classroom contexts, differentiate between Years 7-10 and Years 11-12 where appropriate.

Part B: Application (400 words)

Your paper must include a critical reflection on how the learning theories of behaviourism, cognitivism and social constructivism processes and the related teaching strategies you have identified in your chosen videos apply to scenarios from the P-6 classroom context (you may prefer to choose one grade level to discuss).

It is recommended that you approach the paper using the following steps:

1. Watch all of the videos.
2. Select the three videos you will use in your paper.
3. Watch the three videos you have chosen again – making notes about what teaching strategies they promote and how these strategies relate to the three theories of behaviourism, cognitivism and social constructivism.
4. Think about how you want to structure your paper. It must have an introduction and a conclusion. However, it is up to you how you present the main body of your paper. You might choose to deal with the three videos in separate sections and cover the three theories in relation to each of the videos within these separate sections. Alternatively, you might choose to deal with the three theories in separate sections incorporating the three videos in those theory-based sections. Section B naturally flows after section A.
5. Make sure your introduction makes it clear to the reader what your paper is about. You don't have to start with the words, "This paper is about...". However, your introduction should make it clear what is going to be discussed.

Your conclusion should tie the main elements of your paper together – It should draw some conclusion/s.

References:

- a) Whenever you make a statement it must be clear where you are drawing the statement from. When you read through your own work pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using citations.
- b) Check the CHC Style guide and make sure you are using the APA 7 referencing style consistently.

Videos for Analysis

To be provided on the Moodle site under the Assessment section. These are provided here as a starting point for you.

Video 1: <https://youtu.be/pgk-719mTxM> Behaviourist approach.

Video 2: <https://www.youtube.com/watch?v=OuOXkM28Ilc> Constructivism

Video 4: <https://www.youtube.com/watch?v=17QpJJ7ThAQ> Flipped learning.

Video 5: <https://www.youtube.com/watch?v=IOMF06TJAO4> Explicit/Direct Teaching - I do, we do, you do.

Video 6: https://www.youtube.com/watch?v=QbKx_tG99ho Backwards by design

Video 7: <https://youtu.be/mAYh4nWUkU0> Inquiry based learning

Video 8: https://www.youtube.com/watch?v=H7LHsL0iB_w&feature=youtu.be Project-based learning

Assessment Task 3: Case Study

Unpacking the task

A case study relevant to a Years 7-10 and Years 11-12 classroom context will be provided by the lecturer, via Moodle. It will be a short description of one student including some background and presenting a classroom/learning scenario. Drawing on the information provided you are to provide an analysis of the specific child in the case study. Your analysis must refer to developmental theories and the social and family context presented in the case study. You must also make recommendations about what strategies might be used at school and at home to improve learning and engagement at school by the child in the case study.

Suggested structured for the Case Study. It is highly recommended to also use headings to assist in structuring your writing and for long assessment tasks. You may choose to vary the headings and order of information as this is just a recommended guideline. The word amounts for each paragraph are an approximate, therefore the total number of paragraphs will vary, depending on writing style.

It is recommended that you approach the paper using the following steps:

Case Study

Introduction 100 words

Paragraph 1 Include topic sentence that summarises key points to be discussed throughout. Provide brief overview of Case study.

Background

Paragraph 2 200-225 words each

Introduce case study and identify key characteristics relevant to chosen primary setting

Part A

Paragraph 3-8 200-225 words each

Analyse the child in the case study using the developmental theories and providing an understanding of the social and family context and discuss the implications for the classroom and teacher practice in a primary setting.

Part B 200-225 words each

Paragraph 9-11 Recommendations for school and home to improve parent-school communication and to improve student learning and school engagement (for the student and the family).

Conclusion 100 words

Paragraph 12 Summarise all of key points discussed. What does all of this information mean. State how will it be relevant to teaching in a secondary setting.

This is an academic paper and proper attention must be paid to referencing using the style guide (APA 7).

Response to Feedback

Complete the Response to Feedback template available in the unit's Moodle site under Assessment Information. You must clearly show evidence that you have used the lecturer's feedback in Task 3.

SPECIALIST FACILITIES OR EQUIPMENT

Nil

PRESCRIBED TEXTS

Duchesne, S., McMaugh, Mackenzie, E. (2022). *Educational psychology for learning and teaching* (7th ed.). South Melbourne, VIC: Cengage Learning Australia.

Selected readings will be available via the Moodle™ site for this unit.

RECOMMENDED READINGS

CURRICULUM READINGS

Bergin, C., & Bergin, D. (2018). *Child and adolescent development in your classroom : topical approach*. (3rd ed.). Stanford, CA: Cengage Learning.

Collier, J., & Goodlet, K. (2014). *Teaching well: Insights for educators in Christian schools*. Canberra, ACT: Barton Books.

Dowling, M. (2014). *Young children's personal, social and emotional development*. (4th ed.). London, UK: Paul Chapman.

Price, K. (Ed.). (2012). *Aboriginal and Torres Strait Islander education: An introduction for the teaching profession*. Port Melbourne, VIC: Cambridge University Press.

Van Brummelen, H. (2009). *Walking with God in the classroom: Christian approaches to teaching and learning* (3rd ed.). Colorado Springs, CO: Purposeful Design

Fleer, M. (2021). *Play in the early years*. (3rd ed.). Cambridge, UK: Cambridge University Press.

Trawick-Smith, J. (2018). *Early childhood development: A multicultural perspective* (7th ed.). Upper Saddle River, NJ: Pearson Education.

JOURNALS

Australian Journal of Educational and Developmental Psychology

Educational Psychology Review

Educational Psychology

International Journal of Educational Psychology

Social Psychology of Education

OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

UNIT REVIEW

SEMESTER	FEEDBACK AND RESPONSE

RUBRIC

TASK 1: CRITICAL RESPONSES AND REFLECTIONS

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
1-7	Provided evidence of understanding in the form of a summary	Astute response in forum post or 90%-100% on quiz.	Insightful recognition of key points in forum post or 75%-89% on quiz	Insightful but wordy understanding of key points in forum post or 60%-74% on quiz	Broad understanding of key points with a few minor gaps points in forum post or 50%-59% on quiz	Key points confined to the headlines. Inappropriate summary points in forum post or >50% on quiz
1-7	Critically analysed the stimulus with academic justification	Astute and insightful analysis demonstrating accurate and knowledgeable understanding in forum post or 90%-100% on quiz	Insightful analysis demonstrating knowledgeable understanding points in forum post or 75%- 89% on quiz	Broad analysis demonstrating knowledgeable understanding points in forum post or 60%-74% on quiz	Generalised analysis demonstrating understanding points in forum post or 50%-59% on quiz	Inappropriate or absent analysis demonstrating little or inappropriate understanding points in forum post or >50% on quiz
1-7	Response to online community posts	Respectful and robust online discussion displaying comprehensive understanding or 90%-100% on quiz	Respectful and robust online discussion displaying higher level of understanding points in forum post or 75%-89% on quiz	Respectful and relevant online discussion displaying clear understanding points in forum post or 60%-74% on quiz	Respectful but generalized online discussion with some understanding points in forum post or 50%-59% on quiz	Inappropriate or limited engagement with online discussion points in forum post >50% on quiz

COMMENT



RUBRIC

TASK 2: EMERGENT TEACHING STRATEGIES

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
	PART A	Self-assessment prompts: have you identified the teaching strategies being supported in your three chosen videos? Have you identified how the teaching strategies relate to the theories of behaviourism, cognitivism and social constructivism? Have you provided an analysis of the strategies as they relate to each of the theories? Have you grounded your ideas in the literature by clearly connecting them with a source through using appropriate citations in the APA 7 referencing Style?				
1	Identification of teaching strategies from each of the three chosen videos	All teaching strategies evident in all three of the chosen videos have been comprehensively identified	The teaching strategies evident in all three of the chosen videos have been clearly identified with only one or two exceptions	The teaching strategies evident in all three of the chosen videos have been identified with more than one or two exceptions	Some of the teaching strategies evident in at least two of the chosen videos have been identified	Insufficient teaching strategies were identified in at least two of the chosen videos
5	Analysis of the identified teaching strategies reflection on their alignment with the theories of behaviourism, cognitivism and social constructivism	The identified teaching strategies have been comprehensively analysed. Reflective analysis has made accurate and comprehensive connections between the identified teaching strategies and how they relate to each of the three theories of behaviourism, cognitivism and social constructivism with high level recognition of potential differences between Years 7-10 and Years 11-12 classroom settings	The identified teaching strategies have been analysed. Reflective analysis has made accurate and comprehensive connections between the identified teaching strategies and how they relate to each of the three theories of behaviourism, cognitivism and social constructivism with clear recognition of potential differences between Years 7-10 and Years 11-12 classroom settings	Some of the identified teaching strategies have been analysed with one or two exceptions Some reflective analysis has made accurate connections between some identified teaching strategies and how they relate to each of the three theories of behaviourism, cognitivism and social constructivism, with one or two exceptions and some recognition of potential differences between Years 7-10 and Years 11-12 classroom settings	Some of the identified teaching strategies have been somewhat analysed with more than one or two exceptions Some reflective analysis has made somewhat accurate connections between some identified teaching strategies and how they relate to at least two of the three theories of behaviourism, cognitivism and social constructivism, with more than one or two exceptions	Insufficient or none of the identified teaching strategies have been somewhat analysed Insufficient or no analysis has made connections between some identified teaching strategies and how they relate to at least two of the three theories of behaviourism, cognitivism and social constructivism
	PART B	Self-assessment prompts: Have you critically reflected on how the theories of behaviourism, cognitivism and social constructivism processes and the related teaching strategies you have identified in your chosen videos apply to scenarios from the Year 7 – Year 12 classroom context? Have you given two examples? Have you grounded your ideas in the literature by clearly connecting them with a source through using appropriate citations in the APA 7 referencing Style?				



LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
1,5	Application and understanding of behaviourism, cognitivism and social constructivism in two examples of how you might apply them in two examples of specific classroom contexts	Two highly appropriate and relevant examples application of how the processes supported by the theories of behaviourism, cognitivism and social constructivism might be applied in specific classroom contexts have been given Deep understanding has been demonstrated	Two appropriate and relevant examples application of how the processes supported by the theories of behaviourism, cognitivism and social constructivism might be applied in specific classroom contexts have been given Understanding has been demonstrated	Two relevant examples application of how the processes supported by the theories of behaviourism, cognitivism and social constructivism might be applied in specific classroom contexts have been given Some understanding has been demonstrated	Two examples application of how the processes supported by at least two of the theories of behaviourism, cognitivism and social constructivism might be applied classroom contexts have been given. At least one of the examples is relevant Basic understanding has been demonstrated	One or no examples application of how the processes supported by at least two of the theories of behaviourism, cognitivism and social constructivism might be applied in a classroom context have been given Little or no understanding has been demonstrated
7	Control of written and textual features including use of APA 7 formatting and referencing including 2 references	Within all components of this task the standard of presentation is exceptional, characterised by grammatical accuracy. The content is clearly and coherently organized and communicated Accurate application of all APA 7 referencing conventions and is error free or with 1 or 2 minor errors 7 or more credible academic and peer-reviewed references (e.g., journal articles or books) have been used	Within all components of this task the standard of presentation is very high, characterised by a very high standard of grammatical accuracy. Most content is clearly and coherently organized and communicated Accurate application of almost all APA 7 referencing conventions with only occasional errors 7 or more credible academic and peer-reviewed references (e.g., journal articles or books) have been used	Within almost all components of this task the standard of presentation is effective, characterised by a good level of grammatical accuracy. The content is mostly clear and reasonably organized and communicated Acceptable use of APA 7 referencing conventions with some errors 7 or more credible academic and peer-reviewed references (e.g., journal articles or books) have been used	Within almost all components of this task the standard of presentation and grammar is satisfactory, content is generally clear but lacks cohesion in some areas Use of APA 7 referencing conventions with a number of errors 5 - 7 or more credible academic and peer-reviewed references (e.g., journal articles or books) have been used	Limited standard of presentation evident in task. Content is unclear or not relevant and lacks cohesion in some or most areas Limited or inappropriate use of APA 7 referencing conventions with a significant number of errors Lack of sufficient and/or credible references used and no referencing of the Bible

COMMENT



RUBRIC

TASK 3: CASE STUDY

LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
	PART A	Self-assessment prompts: Have you grounded your ideas in the literature by clearly connecting them with a source through using appropriate citations in the APA 7 referencing Style?				
1	Key information from the case study has been linked to the chosen primary setting	Highly relevant information from the case study has been used to clearly connect the case study with the chosen primary classroom context	Relevant information from the case study has been used to clearly connect the case study with the chosen primary classroom context	Relevant information from the case study has been used to connect the case study with the chosen primary classroom context	Some relevant information from the case study has been used to connect the case study with the chosen primary classroom context	Insufficient or no relevant information from the case study has been used to try to connect the case study with the chosen primary classroom context, or the classroom context has not been referred to at all
5	Analysis of child in case study referring to developmental theories and the social and family context of the child	Highly relevant evidence from the case study has been used to inform a thorough analysis of the child Comprehensive and highly appropriate references have been made to developmental theories Highly appropriate and comprehensive references have been made to the child's social and family context	Relevant evidence from the case study has been used to inform an analysis of the child Highly appropriate references have been made to developmental theories. Highly appropriate references have been made to the child's social and family context	Evidence from the case study has been used to inform an analysis of the child Appropriate references have been made to developmental theories Appropriate references have been made to the child's social and family context	Some evidence from the case study has been used to inform an attempted analysis of the child References have been made to developmental theories References have been made to the child's social and family context	Insufficient or no evidence from the case study has been used to inform an insufficient or no attempted analysis of the child Insufficient or no references have been made to insufficient or no developmental theories Insufficient or no references have been made to the child's social and family context
	PART B	Self-assessment prompts: Have you made recommendations for school and home to improve parent –school communication, student learning and school engagement? Have you summarised all key points discussed and stated how it will be relevant to teaching in a secondary setting? Have you used appropriate citations in the APA 7 referencing Style?				



LO	CRITERIA	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
1, 5	Recommendations about at least three strategies which might be used at school and at home to improve learning and engagement at school	Comprehensive and well supported recommendations have been made about at least three strategies for use at home and school to improve learning and engagement at school	Well supported recommendations have been made about at least three strategies have made for use at home and school to improve learning and engagement at school	Somewhat supported recommendations have been made about at least three strategies for use at home and school to improve learning and engagement at school	Recommendations have been made about at least two of the required three strategies for use at home and school to improve learning and engagement at school	Insufficient (one or less) or no recommendations have been made of strategies for use at home or school to improve learning and engagement at school
	Provided evidence that feedback from previous assessments has been used to make improvements to the final work	Clear evidence that all feedback from previous assessment has been thoughtfully and appropriately applied to the final essay Table template has been used correctly and appended to the essay	Clear evidence that most feedback from previous assessment has been appropriately applied to the final essay Table template has been used correctly and appended to the essay	Evidence that some feedback from previous assessment has been applied to the final essay Table template has been used mostly correctly and appended to the essay	Feedback from previous assessment has been applied at a basic level Table template is used and submitted	No or limited evidence that feedback has been applied to the final essay Table template not used or supplied
7	Control of written and textual features including use of APA 7 formatting and referencing including 2 references	Within all components of this task the standard of presentation is exceptional, characterised by grammatical accuracy. The content is clearly and coherently organized and communicated. Accurate application of all APA 7 referencing conventions and is error free or with 1 or 2 minor errors 10 or more credible academic and peer-reviewed references (e.g., journal articles or books) have been used	Within all components of this task the standard of presentation is very high, characterised by a very high standard of grammatical accuracy. Most content is clearly and coherently organized and communicated. Accurate application of almost all APA 7 referencing conventions with only occasional errors 10 or more credible academic and peer-reviewed references (e.g., journal articles or books) have been used	Within almost all components of this task the standard of presentation is effective, characterised by a good level of grammatical accuracy. The content is mostly clear and reasonably organized and communicated Acceptable use of APA 7 referencing conventions with some errors 10 or more credible academic and peer-reviewed references (e.g., journal articles or books) have been used	Within almost all components of this task the standard of presentation and grammar is satisfactory, content is generally clear but lacks cohesion in some areas. Use of APA 7 referencing conventions with a number of errors 7 - 10 or more credible academic and peer-reviewed references (e.g., journal articles or books) have been used	Limited standard of presentation evident in task. Content is unclear or not relevant and lacks cohesion in some or most areas Limited or inappropriate use of APA 7referencing conventions with a significant number of errors. Lack of sufficient and/or credible references used and no referencing of the Bible

COMMENT

